

DECEMBER 2008 YEAR 8 HUMANITIES EXAM

Study Advice

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contains information to help you.
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Year 8 Exam 2008:

- Territories and Boundaries
- The Civil Rights Movement in America

Structure of the Exam

There will be 3 sections:

Section A: Definitions /10 marks

You should spend approximately 10 minutes on this section

Section B: Short Answer /30 marks

In this section you will be expected to use your own knowledge as well as analyse information provided to you on the exam paper itself. You should spend approximately 50 minutes on this section.

Section C: Extended Response /15 marks

In this section you will be required to select a statement and write a response to it. You should spend approximately 30 minutes on this section.

Extended Response Marking Breakdown:

1. Use and explanation of the key concepts related to the response selected (4 marks)
2. Clarity of argument/discussion (3 marks)
3. Ability to construct a clear and relevant introduction, conclusion, and well-formed paragraphs (2 marks)
4. Spelling and Grammar (1 mark)

The Humanities Exam, Command terms

Most of the questions contain “command terms”. These are words which tell you HOW to answer a question. The specific command terms in the Humanities exam are:

Identify
Outline
Examine
Justify

Use evidence
Give reasons
To what extent
Discuss

Explain
Define

COMMAND TERM	DEFINITION
Identify	Recognise and state briefly a distinguishing fact or feature. Hint: could be dot points/phrases but more than just the name.
Define	Give a clear and precise meaning of a given word, term or concept.(using examples here often helps even if not specifically asked for)
Describe	Present the characteristics of a particular topic.Give a detailed account (often emphasising the most important features); the length of description should reflect the mark allocation and space provided
Explain	Give reasons why a situation exists or process occurs.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue. Hint: Investigate and critically analyse. This means ...
Discuss	Offer a considered and balanced review of a particular topic. Opinions or conclusions should be presented clearly and supported by evidence and argument. Use arguments, debate, give reasons for and against, consider the implicationsHint: On the one hand.... but on the other hand...
Outline	Give the main features or general principles of a topic, omitting minor details and emphasising structure and connections (usually a major allocation of marks and important to keep a balanced answer and make it relevant to the background information)
Justify	Give reasons for your choice or decision; make sure you address any possible main objections or alternatives
To what extent	Evaluate the success or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with empirical evidence and sound argument.

Territories and Boundaries

Guiding questions for the unit:

1. What is a territory?
2. What is a boundary?
3. How do territorial boundaries change over time?
4. How is the world divided in a social, geographic and political sense?
5. Why does conflict occur between various countries?
6. In what ways are people affected by these conflicts?

Words you should be able to define + provide examples for:

Territory, boundary, high intensity conflict, low intensity conflict, IRA, landlocked country, communism, democracy, Protestant, Catholic, Cold War, martyr, iron curtain, allies, Unionist, Nationalist, Sinn Fein

Territories and Boundaries - Definition and Classification

Territory:

- Any area that is perceived, defined and maintained.

Classification of territories

1. Political

The most commonly recognised territories are probably the 200 or so countries found in the world at the moment. Although they vary enormously in size, importance and type of government, they all have one thing in common, control over the land which comprises their territory.

Political territories also occur in many forms at a smaller scale than national. Nearly all countries subdivide their territory into states, provinces, counties or districts.

2. Economical

Economical and political areas don't always correspond; their territories may overlap. Sometimes economical territories spread across political boundaries for more formal reasons, such as alliances and treaties. The European Economic Community (EEC) is a good example of this. Members of the EEC observe rules that allow many normal barriers to be dropped (Citizens may travel freely from one country to another / All EEC goods are tariff free).

3. Physical

Physical characteristics such as soil, vegetation, landform and climate can all be examined on the criteria of territory occupied.

4. Cultural

The world can be divided into cultural territories using such factors as ethnic origin, language or religion. Although there may be strong links between cultural factors, it is not unusual for one particular area or country to be divided along cultural lines. Examples include India-Pakistan (Moslems/Hindus) and Northern Ireland (Protestants/Catholics)

5. Personal

Everyone has personal territories but they can vary in terms of scale, time and permanency.

Boundaries

Any study of territories must be closely linked with boundaries because whenever one territory finishes and another begins, some type of boundary will occur. Boundaries are not always the same. They vary in degree of permanency, visibility, importance and the precision with which they can be defined.

This last point raises the problem, how wide can a boundary be? Some boundaries are very precise and narrow, for example roads and lines of latitude. Others, such as mountains and the rural/urban fringe, have considerable width. These areas may be wide enough to constitute a transition zone or a separate territory. Their use as boundaries and the exact location of a boundary is often a matter of interpretation.

1. Natural

Mountains have long been important boundaries. As with many natural features, there are difficulties in using them as boundaries. The main problem with mountains is that they are often very wide and yet an exact political boundary has to be defined.

2. Man made

People have created their own boundaries, for reasons such as defence or evidence of ownership. As the reasons for creating them differ, so do the sophistication and permanency of the actual boundary.

Conflicts that have been studied:

- Northern Ireland
- China / Tibet

The Northern Ireland conflict

The conflict in Northern Ireland, which has killed thousands, has political and religious roots that are centuries old.

In modern times the conflict has centred on opposing views of the area's status.

Some people in Northern Ireland, especially the mainly Protestant Unionist community, believe it should remain part of the United Kingdom.

Others, particularly the mainly Catholic Nationalist community, believe it should leave the UK and become part of the Republic of Ireland.



Origins

Since the 12th Century constant revolts challenged the often brutal British rule of Ireland, climaxing in the 1916 Easter Uprising in Dublin.

It sparked a chain of events leading to civil war and partition of the island.
In the south 26 counties formed a separate state, while six counties in the north stayed within the UK.
Over successive decades the Catholic minority in the north suffered discrimination over housing and jobs, which fuelled bitter resentment.

The 'Troubles' begin

In 1969 Catholic civil rights marches and counter-protests by Protestant loyalists (as in "loyal" to the British Crown) spiralled into violent unrest.
British troops were sent in but soon came into conflict with the Provisional IRA (Irish Republican Army).
Loyalist paramilitary groups responded with a campaign of sectarian violence against the Catholic community.
As the situation worsened, Northern Ireland's parliament was suspended and direct rule imposed from London.

Violence on all sides

Throughout the 1970s, 1980s and early 1990s paramilitary groups waged violent campaigns to pursue their goals.
The IRA carried out deadly bomb and gun attacks in Britain and Northern Ireland that targeted police, soldiers, politicians and civilians.
Loyalist paramilitaries targeted Catholics in "tit-for-tat" killings.
Police and British forces tried to keep order, sometimes amid controversy, such as the alleged co-operation of some undercover units with loyalist groups.

Peace in sight

In the early 1990s negotiations took place between political parties and the British and Irish governments.
After several years of talks IRA and loyalist ceasefires held and in 1998 the "Good Friday" agreement was signed.
It set up a power-sharing executive, with ministerial posts distributed by party strength, and elected assembly.
The deal was backed by voters in referendums in Northern Ireland and the Republic, which scrapped its constitutional claim to the north.

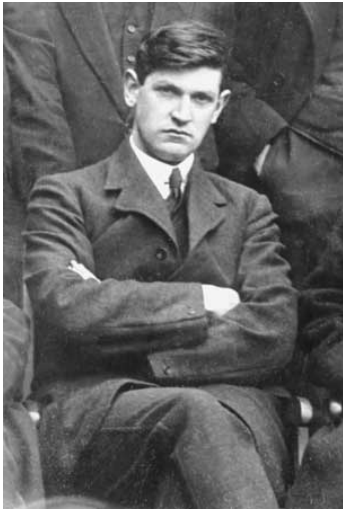
Fragile future?

Problems remain as devolution has been suspended several times since it began.
It was last suspended in October 2002 over allegations of a republican spying ring at Stormont. The case against the accused later collapsed and one of the defendants was revealed to be a British agent. He was found shot dead in April 2006.

In September 2005 the arms decommissioning body confirmed the IRA had put all its weapons beyond use. But Unionists said they remained sceptical without any photographic proof. A deadline has now been set by the government for the Northern Ireland Assembly to resolve its differences and resume power-sharing by 24 November 2006.

Story from BBC NEWS:
http://news.bbc.co.uk/go/pr/fr/-/2/hi/uk_news/northern_ireland/5097948.stm
Published: 2006/06/29 13:34:07 GMT
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Michael Collins



Michael Collins played a major part in Ireland's history after 1916. Michael Collins had been involved in the Easter Uprising in 1916, but he played a relatively low key part. It was after the Uprising that Collins made his mark leading to the treaty of 1921 that gave Ireland dominion status within the British Empire.

Michael Collins was born in October 1890 in County Cork. This area was a heartland of the Fenian movement. His father, also called Michael, instilled in his son a love of Irish poetry and ballads. At school, Michael was taught by a teacher called Denis Lyons who belonged to the Irish Republican Brotherhood and the village blacksmith, James Santry, was a Fenian. He told the young Michael stories of Irish patriotism and in such an environment, Michael grew up with a strong sense of pride in Ireland and of being Irish.

When he was 15, Collins emigrated to London. He worked as a clerk for the Post Office and he lived within the large Irish community in London. This community was never absorbed into London's society itself. There were many people in London who felt that the Irish undercut the wages paid out to other workers and many in the Irish community felt ostracised. While in London, Collins joined Sinn Fein and the Gaelic League and in 1909, he became a member of the Irish Republican Brotherhood.

In 1916, Collins returned to Ireland to take part in the Uprising in Dublin. He fought alongside others in the General Post Office. He played a relatively minor part and was not one of the leaders who was court-martialed.

Collins was sent to Richmond Barracks and then to Frongoch internment camp in Wales. He was released in December 1916 and immediately went back to Ireland. His goal now was to revitalise the campaign to get independence for Ireland. Collins was elected to the executive committee of Sinn Fein and he led a violent campaign against anything that represented British authority in Ireland - primarily the Royal Irish Constabulary (RIC) and the Army. The murder of RIC officers brought a tit-for-tat policy from the British. Ireland, post-World War One, was a dangerous country to be in. The more killings that were carried out by Collins and the men he led in the newly formed Irish Republican Army (IRA), the more the British responded with like.

The notorious Black and Tans and the 'Auxies' were used by the British Army to spread fear throughout Ireland (though primarily in the south and west). Violence led to more violence on both sides. On November 21st, 1920, the IRA killed 14 British officers in the Secret Service. In reprisal, the British Army sent armoured vehicles onto the pitch at Croke Park where people were watching a football match, and opened fire on them. Twelve people were killed. In May 1921, the IRA set fire to the Custom House in Dublin - one of the symbols of Britain's authority in Ireland. However, many of those in the Dublin IRA were captured as a result of this action. The British Prime Minister, David Lloyd George, was given some blunt advice by his military commanders in Ireland. "Go all out or get out" - meaning that the army should be allowed to do as it wished to resolve the problem, or if this was not acceptable at a political level, the British should pull out of Ireland as the army was in an un-winnable position as matters stood then.

Eamonn de Valera, considered to be the leading republican politician in Ireland, sent Collins to London in October 1921 to negotiate a treaty. It was generally recognised by both sides that the situation as it stood in Ireland could not be allowed to continue. The difficult

negotiations took three months before the treaty was signed by Collins and Arthur Griffiths. In December 1921, it was agreed that Ireland should have dominion status within the British Empire; i.e. that Ireland could govern itself but remain within the British Empire. The six northern counties were allowed to contract out of the treaty and remain part of the United Kingdom. To Collins, the treaty was simply the start of a process that, in his eyes, would lead to full independence for what was now the Irish Free State.

Collins is said to have commented when he signed the treaty that:
"I tell you, I have signed my death warrant"

There were many in the south who believed that Collins had betrayed the republican movement. These people, including de Valera, wanted an independent and united Ireland. Some believed that Collins had sold out to the British government. Few seemed to realise that Collins was not a politician and that he had been put into a situation in which he had no experience of what to do. He was up against British politicians who were experienced in delicate negotiations. Some have argued that de Valera deliberately put Collins in this situation knowing that if he came back with an unacceptable treaty, it would seriously damage the reputation of Collins and weaken whatever political kudos he had in Ireland - therefore removing any potential threat he may have been to de Valera at a political level. It is known that Collins did not feel that he had the necessary knowledge and experience to get what was wanted and he asked de Valera to send others instead of him. Some, such as Countess Markievicz, openly called Collins a traitor to the cause.

The Dáil accepted the treaty by just seven votes. This, in itself, seemed a justification of what Collins had set out to achieve. Arthur Griffiths replaced De Valera as president of the Dáil and Collins was appointed chairman of the provisional government which would take over Ireland once the British had left. Those who did not support the treaty fell back on violence and a civil war took place in Ireland from April 1922 to May 1923. The IRA split into the 'Regulars' (those who supported the treaty) and the 'Irregulars' (those who did not).

On August 22nd, 1922, Collins journeyed to County Cork. He was due to meet troops of the new Irish Army. His car was ambushed at a place called Beal na mBlath and Collins was shot dead. To this day, no-one is completely sure what happened or who killed him. No-one else was killed in the ambush. Collins' body lay in state in Dublin for three days and thousands paid their respects. Thousands also lined the streets for his funeral procession.



The Civil Rights Movement in America

You need to know the meanings / definitions of the words below:

Appeal, Boycott, Civil rights, Constitution, Discrimination, Human rights, Oppression, Racism, Segregation, Sharecropper, To abolish, Sit-in, Slavery, Triangle Trade.

Study the 6 topics and information put together by your fellow students.
(See <http://vanweringh8.wikispaces.com/>)

- | | |
|----------------------|---------------------------------|
| 1. Segregation | 4. Music / Arts of the movement |
| 2. Social Conditions | 5. Black Panthers / Black Power |
| 3. Ku Klux Klan | 6. Martin Luther King |

Study tips



Long-term planning

Many people fail tests or exams because they start their revision too late rather than because they lack ability. The reason for this seems to arise from the many other pressures put upon you. Lessons, practical work, coursework, homework, friends, family, other responsibilities, etc., all eat away at valuable time.

No wonder revision gets put off to just before a test or exam!

Strange as it may seem, careful planning of what you do and when you do it often uncovers huge amounts of free time you never knew you had!

The most important things to remember are:

- Organise early
- Revise regularly
- Setting up your study area

Setting up a study area

This will help you get into the "study habit". If you always work in this one place your brain will begin to switch into "study mode" as soon as you sit down. In other words, you "activate" your ability to concentrate. In an ideal world the study area would be:

- Quiet
- Free of distractions
- Comfortable
- Well lit and ventilated

In the real world the first two are difficult to achieve! There is no ideal place to study, only one in which you are able to study. This is a very individual place.

Firstly, decide what your study needs are.

- Do you need absolute silence?
- Do you study best when sitting or lying down?
- Do you prefer the room light or direct light from a table-lamp?

The choices are entirely up to you.

Secondly, once you have decided upon your needs, claim your territory!

When setting up your workplace you will need to organise your materials so that they are always at hand. There is nothing worse than interrupting study to find something that should have been there already. You will definitely need a bookshelf for books and notes and a container or drawer for things such as stationery. If you might need it, it should be there!!

It is also helpful to have a large noticeboard in front of your study area to pin timetables, short notes, "find-outs" and "must-do's". It will also be an ideal place to put memory aids so that they are always in sight.

Finally, keep it tidy and organised! If you always have to search for materials you will waste valuable time and your concentration will fade.

In fact, make it very clear to everyone who may use that room that your study area is sacred - if something then goes missing or runs out then you only have yourself to blame.

Keep it equipped - keep it tidy - keep using it!

A few words about music...

Studies suggest that it is perfectly ok to listen to music while you are studying. But choose carefully!

Educational psychologists have discovered that music with a rhythm of 60 beats per minute actually helps you learn. However, most contemporary music has a rhythm of 100 - 140 beats per minute which lowers your brain's ability to retain information. Don't believe it? Try it... For your information classical baroque music has the correct rhythm of 60 beats per minute or so.

Maximising recall

After studying for the time you found was best, you must then take a rest for about five minutes. Do something else not connected with your work. Listen to music, have a snack, refresh yourself - but don't stop thinking about what you were reading. This may be an unusual thing to do in the middle of a study session, but your brain needs that time to sort out the information in your short-term memory. At the end of the rest period, the information you were reading will be much clearer than it was to begin with. Short-term memory lasts between 12 to 48 hours. If you stopped at this point you would be able to recall only about 10-20% of the information you read.

To get the information into long-term memory you must review.

Try to develop little memory techniques to help you recall really important pieces of information. Acronyms such as 'never eat shredded wheat' is an example (for compass directions north, south etc)

Try dictating part of your notes or summary on a topic into a cassette recorder, then play it back to yourself from time to time.

Reviewing your chosen study topic

After your five-minute rest, read the same information again. Concentrate only on those points that are most important.

Then take another five-minute break and re-read once more, fitting all the bits of information together.

Both of these reviews would be made even better by note-taking in whatever way you find easy and helpful. Make sure that the notes you make are well organised!

One week and two weeks later review the topic again using your notes. By now you should have found that there has been a huge improvement in your ability to remember, understand and use that information.

Finally, you must revise. This is simply a way of drawing loose ends together with the same study method but this time using your notes only.

If you use the above methods while you are still following a course of study, your final revision will be made much easier. Some students who have used these methods early find that very little final revision is necessary. They became so good at remembering the work during the course of the year that they didn't need to do any more!

Note taking

The purpose of notes is not to copy out great chunks of information from books. They should only act as a trigger to help you remember what you have read. Key words are more easily remembered than long sentences! Notes should be short, to the point, well-organised and easily read. The exact style is up to you and you only.